DOCUMENT RESUME

ED 312 013 JC 890 522

AUTHOR Farland, Ronnald; Cepeda, Rita
TITLE Report of a Study of "Study Abroad" Programs, 1984-88.
INSTITUTION California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE Nov 89
NOTE 28p.; Prepared for discussion as Agenda Item 8 at a meeting of the Board of Governors of the California Community Colleges (San Diego, CA, November 29-30, 1989).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Credit Courses; *Program Administration; Program Effectiveness; Questionnaires; State Surveys; *Study Abroad; Teacher Selection; Two Year Colleges
IDENTIFIERS *California

ABSTRACT

In 1989, a study was conducted to evaluate the study abroad programs offered for credit by California community colleges. Questionnaires were mailed to chief instructional officers at each community college, requesting information on the programs offered between 1984 and 1985. Study findings, based on responses from all 36 community college districts, included the following: (1) 36 districts reported that students from at least one district college studied abroad during 1988, and five additional districts intended to establish programs in 1989 or 1990; (2) overall, the 36 districts offered a total of 94 study abroad programs in 1988; (3) 2,834 students participated in study abroad programs in 1988, compared to 855 in 1984, 1,275 in 1985, 1,317 in 1986, and 2,512 in 1987; (4) in 1988, two-thirds of the study abroad students were women, two-thirds were between the ages of 18 and 29, and only 12% were Asian, Black, or Hispanic; (5) in 1988, Great Britain was the most popular location for study abroad programs, followed by France and Mexico; (6) in 1988, 32.6% of the credits earned were in foreign languages, 23.7% in humanities, and 16.1% in social sciences; (7) criteria used in faculty assignments included subject matter expertise, variety of courses a faculty member was qualified to teach, demonstrated ability to work under unusual conditions, and language fluency; (8) 64% of the districts reported that student selection was based upon prior completion of a specified number of units; and (9) most districts contracted out for non-instructional program components. Based on study findings and statewide objectives for international education, a series of guidelines for study abroad were developed, covering college policies and/or procedures, faculty selection, student access, security and safety, contractor selection, and promotional materials. The survey instrument is appended. (AYC)

ED312013

Report of a Study of "Study Aboard" Programs, 1984-88.

by Ronnald Farland, and Rita Cepeda

November 1989

Paper Prepared for discussion as Agenda Item 8 at a meeting of the Board of Governors of the California Community Colleges (San Diego, CA, November 29-30, 1989).

IC890522

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Board of Governors
California Community Colleges
November 29-30, 1989

REPORT OF A STUDY OF "STUDY ABROAD" PROGRAMS, 1984-88 8

A Report

Background

At its June 1988 meeting, the Board of Governors directed Chancellor's Office staff to prepare a report on the Study Abroad programs offered by California Community Colleges. The report was to provide comprehensive analysis of Study Abroad programs that would enable the Board to answer certain specific Board questions and determine whether there was a need for additional statewide policy and/or regulations to guide the future conduct of these programs.

This agenda item presents the findings from that report and assesses the extent to which current Study Abroad programs achieve their described educational objectives. The development of the item has been guided by a representative panel of community college administrators and staff experienced in Study Abroad programs, and utilizes the findings of a statewide survey of community colleges regarding program practices. The findings from the survey have been analyzed and statements have been developed which districts should find useful as guidelines for the future conduct of Study Abroad programs in the Community Colleges.

The Study Abroad programs discussed in this report are those that offer degree-applicable credit. They are to be differentiated from non-credit, fee-supported Community Service tours, which do not provide instruction of the rigor required of credit courses as defined in *Title 5*, Section 55002. They are also to be differentiated from Contracted Instruction for foreign students authorized in *Title 5*, Sections 55600-55630, in which community college districts provide instruction to host country students in their own country through a self-supporting financial arrangement.

Typically, Study Abroad instruction is provided by district faculty, in English or a foreign language, to California Community College students at various host-country sites. Travel and host-country accommodations are often provided through a contract with a commercial vendor. Programs range from two-week courses on single subjects for minimal credit, to a full semester of instruction comprising a full academic load of four or more interrelated courses.

By contrast, Study Abroad in California's four-year colleges and universities are more likely to be of a year's duration, in the language of the host country, taught by native faculty, to native and foreign students together. It is the offering of both low-cost, intensive study of short duration, and full semester programs that makes community college practices unique among the segments of California higher education.

Analysis

Survey data on Study Abroad programs from 1984 through 1988 show that they represent a relatively small but rapidly growing segment of community college credit programs. During 1988, 36 community college districts enrolled 2,834 students in Study Abroad programs. Ninety-four separate programs were offered in Great Britain, Continental Europe, Mexico, a few Asian countries and other locations. A total of 384 credit courses were offered in 14 disciplines.

Over the last five years, the number of districts offering Study Abroad has nearly quadrupled, the number of programs has more than doubled, and the number of students enrolled and ADA claimed have more than tripled. Currently, districts receive approximately $2.1 million per year in ADA for student enrolled in Study Abroad programs, which represents 0.2 percent of the total local assistance monies allocated from the General Fund for this period.

The instructional quality of Study Abroad depends ultimately upon the commitment, thoroughness and enthusiasm with which local college personnel develop, conduct and improve their programs. Survey findings suggest that Study Abroad courses are at least as rigorous as those offered on campus. Most districts have formal procedures for developing and gaining approval of new Study Abroad courses and programs; for selecting program coordinators, instructors, and students; and for evaluating program results.

Survey findings suggest that Study Abroad programs do contribute to internationalizing the curriculum by fostering and enhancing international perspectives, fluency in foreign languages, and/or motivation to transfer or to seek international employment. The systematic study of another culture, while residing in that culture and daily confronting its language, values, and customs, can bring home to community college students both the interconnectedness and complexity of the modern world and a fuller appreciation of their own society.

This item also describes a series of Objectives for International Education and a set of district Guidelines for Study Abroad that could give a common focus and philosophy to Study Abroad programs. The Chancellor's dissemination of these objectives and guidelines, it is hoped, will provide leadership to the California Community Colleges in this area as well as advance the Board's *1989-90 Basic Agenda* goal of internationalizing the Community College curriculum.

Staff Presentation: *Ronnald Farland, Vice Chancellor*
Academic Affairs

Rita Cepeda, Dean
Educational Standards and Evaluation

Study Abroad, 1984-1988

Introduction

The Board of Governors *1989-90 Basic Agenda* recognizes that, "The challenge facing the California Community Colleges as we approach the twenty-first century is to provide quality educational opportunities to the citizens of a state that is experiencing dramatic changes in its demographic, economic, and cultural orientation." Major improvements in teaching and learning are required, if community colleges are to prepare Californians to participate in an ever-more complex and multicultural society. Students throughout the system will need a better understanding of the peoples, cultures, and economies of other nations and of California's place in international matters.

This item reports on Study Abroad programs, which represent one component of international education. Other components of a comprehensive international education program that are not discussed in this report, include faculty exchanges, area studies, student exchanges, various local programs to enhance multicultural awareness and, increasingly, training programs which enhance international trade opportunities.

In October 1988, the Chancellor's Office appointed 21 experts from the field to an Ad Hoc Panel on Study Abroad to assist staff in preparing a comprehensive analysis of the Study Abroad programs offered by community colleges. The panel was made up of Study Abroad program coordinators, business officers, Academic Senate members, chief instructional officers, college presidents, and district superintendents, all of whom have had experience in designing and/or administering Study Abroad programs. Representation was also geographically diverse, including both large multi-college districts and small colleges and including representatives from the University of California and the California Postsecondary Education Commission (CPEC). A listing of panel members is provided in Appendix A.

The panel helped staff develop a survey to gather information on community college Study Abroad programs from 1984 through 1988. The survey was mailed to district chief instructional officers in April 1989, with the request that completed surveys be returned to the Chancellor's Office by May 1989. A copy of the survey is provided in Appendix B.

Districts were asked to provide program descriptions, course outlines, and local policy statements with their survey responses. Those that did not offer any Study Abroad programs between 1984-89 were asked to indicate that fact by return mail. All 71 districts responded to the survey request, either by completing and returning the questionnaire (43); by indicating in writing that the district offered no such programs

(16); or, where the district was unable to complete the survey on time, by telephoning the data to Chancellor's Office staff (12).

Survey findings summarized in this item detail the who, what, where, and how of California Community Colleges' Study Abroad programs. In addition, the report includes statements of objectives for international education and suggests guidelines for Study Abroad programs.

Scope of Study Abroad Programs

Program Growth

Thirty-six community college districts reported that students from at least one college studied abroad during 1988. Five additional districts expressed an intent to establish programs during 1989 or 1990. Not all districts that offered Study Abroad programs were equally active. A few districts had only one current year program, while other districts conducted as many as 13 to 15 separate programs. Overall, the 36 districts offered a total of 94 Study Abroad programs in 1988.

The survey indicated that 2,834 students participated in community college programs in 1988, generating 702 ADA for which the districts received approximately $2.1 million. Almost two-thirds of these students were women, and about two-thirds were between 18 and 29 years old. By contrast, only 56.7 percent of all community college students in 1988 were women and only 55.9 percent were between 18 and 29 years old. The districts reported that slightly less than 12 percent of the Study Abroad students in 1988 were Asian, Black, or Hispanic. This contrasts with a systemwide ethnic enrollment of 31.8 percent in fall 1987, (9.7 percent Asian, 7.1 percent Black, and 15.0 percent Hispanic). No information exists on the socioeconomic status of these students; but 13.1 percent received some form of financial aid, which suggests that programs did recruit some low-income participants. Currently, 10 percent of all community colleges receive some form of financial aid.

Table 1 shows how the scope of Study Abroad changed between 1984 and 1988. Over that five-year period, the number of districts active in Study Abroad increased from 9 to 36.

TABLE 1
Scope of Study Abroad Credit Programs
1984-88

	1984	1985	1986	1987	1988
Number of Active **Districts***	9	17	20	27	36
Number of Separate **Programs** Offered	39	57	60	87	94
Number of Enrolled **Students**	855	1,275	1,317	2,512	2,834
Average **Student Cost** Per Program *(real dollars)*	$ 1,763	$ 1,867	$ 2,109	$ 2,375	$ 2,414
Average **Student Cost** in 1984 Constant Dollars **	$ 1,763	$ 1,779	$ 1,928	$ 2,061	$ 1,978
Number of **Financial Aid Students**	36	93	110	354	371
Total ADA Claimed	**200.28**	**306.19**	**295.06**	**743.29**	**702.11**
Average Number of **Programs Per District**	4.3	3.4	3.0	3.2	3.5
Average Number of **Students Per District**	95.0	75.0	65.8	93.0	105.0
Average **ADA Per District**	22.3	18.0	14.8	27.5	26.0

* The count of active community college districts in the 1988 calendar year included nine districts which had no programs of their own but which enrolled students through the Central California Consortium. Such districts were not counted in average activity per district calculations.

** Constant dollar costs (1984) were calculated using the Implicit Price Deflator for State Labor and Goods.

Correspondingly, the number of programs more than doubled, while student enrollment and ADA claimed more than tripled. It is clear that Study Abroad programs are a small but rapidly growing element of community college instruction.

Table 1 also shows that the average cost per student (excluding credit enrollment fees) rose some $650 or 37 percent, during the period, which in terms of constant 1984 dollars is actually an increase of only $215 or 12 percent. At the same time, the number of Study Abroad students who received financial aid increased tenfold. Currently, about one in nine Study Abroad students receives some form of financial aid.

Program Location

Table 2, on the following page, shows the primary country where programs were offered in each of the five years. In 1988, Great Britain was the most popular single location for Study Abroad programs with about one-quarter (23) of the programs located there. The next most popular location was France (15), followed by Mexico (14), and other Continental European countries. A somewhat smaller number of

programs provided instruction in China, Japan, and other Asian countries. Currently, only a very few programs are offered in the USSR, Australia, and Africa, and none are offered in the Middle East.

TABLE 2

Location of Study Abroad Credit Programs

1984-88

	1984		1985		1986		1987		1988	
	n	%	n	%	n	%	n	%	n	%
Great Britain	3	7.7	6	10.5	11	18.3	20	23.0	23	24.4
Continental Europe*	19	48.7	25	43.8	20	33.3	31	35.8	32	34.0
France	(6)		(8)		(7)		(14)		(15)	
Italy	(1)		(1)		(1)		(1)		(1)	
Germany	(3)		(2)		(1)		(2)		(1)	
Other	(9)		(14)		(11)		(14)		(15)	
Latin America*	11	28.2	17	29.8	17	28.5	20	22.9	21	22.3
Mexico	(9)		(11)		(14)		(6)		(14)	
Other	(2)		(6)		(3)		(4)		(7)	
Pacific Islands	6	15.4	4	7.0	2	3.3	4	4.6	2	2.1
Asia*	–	–	4	7.0	5	8.3	9	10.3	8	8.5
China	–	–	(4)		(3)		(5)		(4)	
Japan	–	–	–		(1)		(1)		(2)	
Other	–	–	–		(1)		(3)		(2)	
Australia	–	–	1	1.7	2	3.3	3	3.4	3	3.2
U.S.S.R.	–	–	–	–	3	5.0	–	–	1	1.1
Africa	–	–	–	–	–	–	–	–	3	3.2
Totals	**39**	**100%**	**57**	**100%**	**60**	**100%**	**87**	**100%**	**94**	**100%**

* Subcategory totals for each calendar year are listed in brackets below community college category totals.

The Study Abroad locations preferred in 1988 were also the most popular in the preceding four years. However, as few as four years ago there were no programs in the USSR, China, Japan, Australia or Africa.

Current Curriculum

The term "program" has been used as a shorthand way to refer to each cluster of courses that comprise the common course of study at a foreign location. Districts were asked to list the title and departmental designation of each course for which Study Abroad students received academic credit in 1988. In response, districts

reported a total of 384 separate credit courses in 14 disciplines, as shown in Table 3 below.

TABLE 3

Study Abroad Course Subjects

1988

Discipline	Number of Courses	Percent
Biological Sciences	12	3.1
Fine/Applied Arts	61	15.9
Foreign Language	125	32.6
Humanities	91	23.7
Mathematics	8	2.1
Physical Science	3	0.8
Social Sciences	62	16.1
Interdisciplinary Studies	9	2.3
Other	13	3.4
Totals	**384**	**100.0%**

These data show that the single largest concentration of courses were in Foreign Language (125), followed by courses in the Humanities (91), Social Sciences (62), and Fine and Applied Arts (61). Some courses also were offered in the Biological and Physical Sciences (15), Mathematics (8), and a variety of other disciplines.

The Conduct of Study Abroad Programs

The rigor and instructional quality of Study Abroad courses depends ultimately upon the commitment, thoroughness, and enthusiasm with which colleges develop, conduct and improve their programs. One measure of these efforts is the specificity of procedures followed in designing these courses.

Design and Implementation

Most districts have formal procedures for developing and obtaining approval of new program offerings. In the most explicit of such procedures, initial proposals for Study Abroad programs are reviewed by the chairperson of the sponsoring department and the appropriate divisional dean. Refined proposals are then evaluated by the chief instructional officer, an advisory committee, and the superintendent. After conceptual approval by the superintendent, the chief instructional officer works with instructors and program coordinators to develop a detailed plan, which is again reviewed by the advisory committee and instructional administrators and then endorsed for implementation by the superintendent and the district's board of

trustees. The review of program design, then, typically is done by instructional staff, a college or district wide advisory committee, the chief executive officer and the local board of trustees. Some districts also indicated that they explicitly include members of the Academic Senate in program design and implementation.

Faculty and Student Selection

Faculty selection is determined by local policy and collective bargaining agreements. Commonly, faculty assignments are made by instructional administrators or an advisory committee on the basis of one or more of the following criteria:

- subject matter expertise
- variety of courses a faculty member is qualified to teach
- balance in subject matter the faculty member brings to the entire Study abroad teaching team
- evidence of the faculty member's ability to work under unusual conditions
- evidence of the faculty member's flexibility and adaptability to change and self sufficiency as an instructor
- ability to work easily with others
- at least minimum competence in the language of the host country
- previous travel in the host country

Districts reported that selection criteria universally includes the condition that the instructor be credentialled in the subject matter of the course. Further, almost three-fourths of the districts expected Study Abroad faculty to have had prior experience in the host country, and half required faculty fluency in the host country's language or special counseling abilities.

Districts varied in the procedures used to select Study Abroad students from the pool of available candidates. In some districts, students must have completed twelve units of college-level course work, including English 1A or its equivalent. Likewise, all candidates may be interviewed by a screening committee and those who are selected may be required to sign a statement acknowledging that they understand and accept the terms and conditions for participating in the program.

Slightly less than two-thirds (64%) of the districts reported that student selection was based upon prior completion of a specific number of units of credit, while less than half (42.8%) used a specific minimum grade point average or demonstrated competence in English language skills as a prerequisite.

Program Logistics

Most districts contract out for the non-instructional components of their Study Abroad programs. The contractor may handle collection of fees, transportation, housing accommodations, meals where provided, local contacts for the instructor, travel, and health insurance for the students. The program coordinator and faculty may be reimbursed by the contractor for travel expenses and provided with housing in the host country.

Over 90 percent of the districts reported that they made travel and related arrangements themselves in less than 25 percent of their Study Abroad programs. Districts vary in the extent to which contracted services, when used, were selected according to competitive bid or sole-source procedure. Slightly less than half the districts reported that they awarded contracts for all their programs on the basis of competitive bids.

Curricular Evaluation

Almost three-fourths of the responding districts evaluate Study Abroad programs as part of their regular curriculum review processes and a third of these add criteria specifically developed for Study Abroad. The remaining one-fourth use separate, specially tailored evaluation procedures involving Study Abroad coordinators, divisional faculty, college instructional deans, district office personnel and, in some cases, department chairpersons or members of the Academic Senate.

In the most elaborate of the reported evaluations of Study Abroad, students were asked to submit a written evaluation of the program and to participate with faculty in a group evaluation session prior to the conclusion of the program. Upon their return, all participating faculty and students, as well as on campus instructional officers, were encouraged to attend an evaluation conference. The program coordinator then submitted a written evaluation of the program, including recommendations for improvement. The advisory committee reviewed the program's evaluation in conference with the participating faculty and instructional officers and prepared a final report with recommendations for program continuation or termination, which was submitted for action to the superintendent and the district board of trustees.

Objectives for International Education

The Board of Governors' inclusion of the initiative to internationalize the Community College curriculum in its *1989-90 Basic Agenda* has prompted the Ad Hoc Panel on Study Abroad to draft a statement of objectives to help clarify the goals of international education and thus serve to encourage all Study Abroad programs to realize these objectives in their program development and conduct.

The panel's six proposed objectives are presented below in italics, followed by brief comments on how they bear upon the current and future conduct of Study Abroad programs:

- *To maintain the rigor and relevance of academic courses by teaching them in locations where examples of the cultural or geographical content can best be observed.*

- *To foster in students a better understanding of their own society by study of the governmental and industrial structures, and the arts and culture of those countries whose people have populated our own state and country, and whose institutions have influenced our own.*

  Through Study Abroad programs community college students systematically study another culture while residing in that culture and daily confronting its people, language, values, and customs. For community college students who will complete their higher education with an associate degree or occupational certificate, Study Abroad may be their only opportunity for such an educational experience. For low-income students, the fact that these Study Abroad programs are substantially less expensive than those of most four-year colleges brings them within reach. Community colleges also design some of their credit programs for intensive, short-duration study, enabling students with family and work responsibilities to accomplish substantial academic work abroad within a short term.

- *To enhance the ability of students to understand national and international politics and to assess public events and policies related to other societies.*

  Study Abroad experiences provide preparation essential to a California citizenry that increasingly will be called upon to vote on issues with international implications. Not all community college Study Abroad programs focus on a political context; although there is probably some political perspective achieved simply through the student's daily immersion in a new culture. Currently, as many as 22 percent of Study Abroad programs explicitly pursue this objective.

- *To create fluency in foreign languages.*

- *To prepare students for occupations which are affected by world trade, by fostering insight into the dynamics of the world marketplace and the practices and potential of international business and industry.*

  There is growing consensus that community college Study Abroad programs have a crucial role to play in promoting California's international trade. A number of other states that are aggressively pursuing foreign trade have established strong Study Abroad programs to increase the number of their

citizens with first-hand foreign experience and strong personal contacts. The promotion of international occupational education through Study Abroad has not yet been fully realized in California Community Colleges, although there are new, exemplary programs.

- *To encourage transfer to four year colleges by fostering interest in the advanced study of the language, literature, art, history and sciences of other countries.*

Guidelines for Study Abroad

Based upon a review of survey findings and a recognition of existing exemplary practices, the Ad Hoc panel has developed suggested guidelines for the conduct of Study Abroad programs. These guidelines depict the policy and procedural development that community colleges considering new or revised offerings could apply in their own circumstances to ensure that the design of their programs successfully address common problems associated with conducting Study Abroad. The guidelines are presented in italics under the following headings: College Policies and/or Procedures, Faculty Selection, Student Access, Security and Safety, Contractor Selection, and Promotional Materials. Each guideline is accompanied with a brief explanatory note as to the panel's intent.

College Policies and/or Procedures

Colleges should adopt policies and/or procedures to assure that Study Abroad offerings are of the highest quality. Such policies should include but not be limited to:

A. *A procedure for the design of study abroad offerings that assures their appropriateness to objectives for international education.*

B. *Assurance that courses are approved and conducted in accordance with Education Code and Title 5 regulations.*

C. *Assurance that course syllabi supplement the outlines of record in ways that take optimum educational advantage of the host location.*

D. *Evaluation of instruction, logistics, and outcomes which assure that programs achieve intended objectives.*

This guideline stresses the importance of colleges developing policy and procedures to assure instructional compliance with all applicable laws and regulations, yet encourages colleges to take the initiative in clarifying the educational goals and objectives of the programs they design. The suggestion is that community college Study Abroad programs would excel if colleges approved, conducted, and reviewed their offerings according to the same procedures used for all other credit programs.

Faculty Selection

Each college should develop appropriate guidelines to ensure that all faculty of record are properly credentialled in assigned instructional areas. Wherever possible, faculty should be selected for specialized expertise in the host country, including fluency in the host language, previous experience with the country, and/or academic specialization in studies related to the country.

This guideline focuses on criteria that might be used in the selection of faculty rather than on who should select them.

Student Access

Colleges should develop policies and/or guidelines for encouraging low-income and minority students' participation in Study Abroad. These policies and procedures should include, but not be limited to, (a) means for communicating to underrepresented students both the practical and educational value of Study Abroad experiences; (b) the inclusion of specialized counseling where needed to attract or facilitate the involvement of such students; (c) extensive on-campus publicity on availability of grants and financial aid; and (d) development of public and private sources of funds to defray costs.

There is growing evidence that the underrepresentation of ethnic and cultural minorities in Study Abroad programs is only partially explained by the student cost of these programs. Given that there are significant educational benefits to diverse student participation in the Study Abroad experience, the guideline suggests proactive measures which colleges could take to assure open access.

Security and Safety

A. *Students seeking admission to Study Abroad programs should be provided a thorough understanding of the restrictions and difficulties sometimes encountered abroad. No prerequisites for Study Abroad should be established other than those academic prerequisites allowed by existing State regulations.*

B. *Each college offering Study Abroad should develop regulations governing the withdrawal of students for ill health or the dismissal of students for misconduct or other reasons pertaining to the residential and/or local legal requirements and cultural expectations peculiar to the host site of the program. These regulations should assure full due process to the student, while protecting the college from extraordinary liability by clearly distinguishing between the academic obligations incurred by the college and any other residential and travel arrangements made as a convenience for students participating in the program.*

The administration of Study Abroad programs poses unique questions of liability. This guideline suggests the importance of colleges clearly documenting their

expectations for student performance and conduct while not infringing upon the students' rights to program access.

Contractor Selection

Where colleges enter into Study Abroad arrangements with independent contractors, the district governing board should approve guidelines to be used in selecting contractors in order to assure that (a) contracts are executed by an authorized officer of the college and, (b) that contractor performance is evaluated.

This guideline suggests that it is important that districts take formal responsibility for approving procedures for awarding contracts. The diversity of possible contracts, in the panel's judgment, precludes that all selections be by competitive bid. Accordingly, the guideline also emphasizes that contracts, however let, should be evaluated in terms of comparable costs and other performance factors.

Promotional Materials

Promotional materials should emphasize the educational nature of the credit programs and clearly distinguish them from community service offerings, and commercial tours with which individual faculty may be associated. It is suggested that brochures advertising community college programs stress the course titles, objectives, and the work that will be required for degree credit offerings and explicitly state the following, or its equivalent, in readily noticed format: "This program is offered for college credit only. Instruction meets all academic requirements for credit courses. Non-instructional expenses are not paid for at public expense."

Community colleges have an obligation to minimize potential confusion regarding the various educational programs they offer. Because Study Abroad travel contractors, unless otherwise instructed, currently may design promotional materials to their own industry standards, this guideline encourages colleges to become proactive in publicly defining the educational goals and objectives of their Study Abroad programs.

Conclusions

Study Abroad programs represent a significant opportunity to demonstrate the interconnectedness and complexity of the modern world in an instructional setting. Survey findings suggest that colleges are increasingly meeting that challenge by providing programs and courses that further international education objectives. It is the availability of Study Abroad programs in California Community Colleges that can enable many vocational, minority, low-income, and nontraditional students, who would otherwise miss such opportunities, to experience the dynamics of business practices in world markets, the significance of science and technology in other

societies, the origins of our own cultural traditions in other lands, and the universality of the human condition regardless of setting.

The implementation of programs designed to accomplish such ends is, therefore, within the mission of the California Community Colleges; enrollment in such programs by the full diversity of students served in these colleges should be encouraged and facilitated. Exemplary models for program conduct are reflected in the panel's suggested objectives and guidelines.

APPENDIX A

AD HOC PANEL ON STUDY ABROAD

Richard Beymer
Director, Ed.Svcs
Los Rios CCD
1919 Spanos Court
Sacramento, CA 95825
(916) 920-7841

Barbara Bilson
Humanities Center
Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405
(213) 313-9326

George Blanc
Dean, Community Svcs
Orange Coast College
2701 Fairview Road
P.O. Box 5005
Costa Mesa, CA 92628-0120
(714) 432-5880

Don Culton,
Director, Internat'l Ed.
Los Angeles CCD
617 West Seventh St.
Los Angeles, CA 90017
(213) 666-4255

Sandra Douglas, Director
Educational Relations
University of California
Berkeley, CA 94720
(415) 642-3629

Christine Eldred
Business Officer
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 92010
(619) 421-6700

William Feddersen
President
Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558
(707) 253-3095

Bernadine Fong
Dean, Instructional Services
Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022-4599
(415)960-4600

William Goldmann
Dean, Educational Services
Pasadena City College
1570 East Colorado Blvd.
Pasadena, CA 91106
(818) 578-7203

Cy Gulassa
English Division
De Anza College
21250 Stevens Creek Road
Cupertino, CA 95014
(415) 428-9130

Lincoln Hall
President
College of the Sequoias
915 South Mooney Blvd.
Visalia, CA 93277
(209) 733-2050

James Hardt
President
Hartnell College
156 Homestead Avenue
Salinas, CA 93901
(408) 755-6912

Dale Heckman
Higher Education Specialist
Calif. Postsecondary
Education Commission
1020 12th St., 3rd Floor
Sacramento, CA 95814
(916) 322-8023

Stanley Hodges
President
Modesto Junior College
435 College Avenue
Modesto, CA 95350
(209) 575-6498

Larry Klein
Dean of Instruction
City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112
(415) 239-3360

Sue Light
Coordinator
International Ed. Program
City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112
(415) 239-3582

Jack Mason
Business Officer
Foothill-De Anza CCD
12345 El Monte Road
Los Altos Hills, CA 94022-4599
(415) 960-4510

Jose A. Mercade
Program Coordinator
Glendale Community College
1500 North Verdugo Road
Glendale, CA 91208
(818) 240-1000, x 327

:kg/a:mailing (5-4-89)

Nick Ochoa
Counseling Department
Ventura College
4667 Telegraph Road
Ventura, CA 93003
(805) 645-6445

John Romo
Vice President, Academic Affairs
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109
(805) 965-0581

James Wyatt
Vice Chancellor
San Mateo CCD
3401 CSM Drive
San Mateo, CA 94402
(415) 574-6559

CHANCELLOR'S OFFICE STAFF:
Nancy Glock
Specialist, Educational
Standards & Evaluation Unit
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 322-6880

Lynn Miller
Specialist, Educational
Standards & Evaluation Unit
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 322-6595

CHANCELLOR'S OFFICE
GEORGE DEUKMEJIAN, Governor

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752

APPENDIX B

April 25, 1989

To: Chief Instructional Officers

From: Douglas W. Burris
Deputy Chancellor

Re: Survey of Study Abroad Programs

Synopsis:
The Board of Governors has expressed an interest in learning more about the scope and conduct of instructional programs offered by California community colleges outside of the United States (Study Abroad programs). We need to know whether or not your college has offered any Study Abroad programs in the last five years, and if so, some details regarding those programs. (If your college neither directly claimed ADA reimbursement for credit Study Abroad programs nor offered fee supported community service Study Abroad since 1983, simply indicate you had no Study Abroad programs by return mail.) Your college's timely completion of the attached survey questionnaire or statement of no program activity will allow staff working with an ad hoc panel of Study Abroad specialists to provide the Board a clearer picture of current educational practice in this area where it might be helpful to guide policy development.

The survey is divided into three parts:

- Part A - Five Year Program Summary (Credit and Community Service Offerings)
- Part B - Current Year Course Listing (Credit Offering Only)
- Part C - Current Year Program Detail (Credit Offering Only)

You need only complete those parts which apply in your circumstances. Your participation in this survey is appreciated as your answers assure that the description of Study Abroad programs the Board receives will be as complete and unbiased as possible.

Action Requested/Timeline:
Please complete all applicable parts of the survey and return to the Chancellor's Office contact person as soon as possible but no later than May 10, 1989. This short turnaround time is needed to meet a scheduled presentation to the Board of Governors. Once again, thank you for your timely participation in this survey.

Contact:
Lynn Miller, Specialist
Educational Standards and Evaluation
Chancellor's Office
1107 Ninth Street
Sacramento, CA 95814

Phone: (916) 322-6595

DB:LM:kg

Attachments

cc: David Mertes
Ronn Farland
Martha Kanter
Bill Hamre
Rita Cepeda

Study Abroad Survey/Part A
Five-Year Program Summary

College or District: _____ ☐ **Check here if answers apply districtwide.**

Prepared by: _____ **Position/Phone No.:** _____/( )_____

Directions

In the first column, please list each college or district Study Abroad program separately offered to a common group of students at a particular time and site or sites for the 1984 through 1988 calendar years. Include both credit and community services programs. Then complete the remaining columns by checking applicable program descriptors and filling in other requested data as defined in the accompanying footnotes. If more than 10 but no more than 20 programs were offered in a given year, list additional programs on a copy of the checklist and complete the supplemental copy as directed. If more than 20 programs were offered in a given year, collapse program detail into common sets and indicate the number of programs included within each summary set described in the summary.

1984 Programs[a] Country/City	Term[b]	Enroll[c] ment (X,XXX)	Status[d]			Stu. On[e] Fin. Aid (XXX)	Duration[f]				Stdnt.[g] Costs ($X,XXX)	Program Credit[h]				ADA[i] Claim (XXX)
			Cr	NDCr	CS		<¼t	¼–½t	½–¾t	>¾t		<4	4–7	8–11	>11	
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																

1985 Programs[a] Country/City	Term[b]	Enroll[c] ment (X,XXX)	Status[d]			Stu. On[e] Fin. Aid (XXX)	Duration[f]				Stdnt.[g] Costs ($X,XXX)	Program Credit[h]				ADA[i] Claim (XXX)
			Cr	NDCr	CS		<¼t	¼–½t	½–¾t	>¾t		<4	4–7	8–11	>11	
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																

Five-Year Program Summary *(Continued)*

1986 Programs[a] Country/City	Term[b]	Enrollment (X,XXX)	Status[d] Cr	NDCr	CS	Stu. On Fin. Aid (XXX)	Duration[f] ≤¼t	¼–½t	½–¾t	>¾t	Student Costs ($X,XXX)	Program Credit[h] <4	4–7	8–11	>11	ADA[i] Claim (XXX)
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																

1987 Programs[a] Country/City	Term[b]	Enrollment (X,XXX)	Status[d] Cr	NDCr	CS	Stu. On Fin. Aid (XXX)	Duration[f] <¼t	¼–½t	½–¾t	>¾t	Student Costs ($X,XXX)	Program Credit[h] <4	4–7	8–11	>11	ADA[i] Claim (XXX)
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																

1988 Programs[a] Country/City	Term[b]	Enrollment (X,XXX)	Status[d] Cr	NDCr	CS	Stu. On Fin. Aid (XXX)	Duration[f] <¼t	¼–½t	½–¾t	>¾t	Student Costs ($X,XXX)	Program Credit[h] <4	4–7	8–11	>11	ADA[i] Claim (XXX)
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																

Five-Year Program Summary – Footnotes

a List separate programs by the primary country and site location (city) where instruction was offered to a common group of students in one or more courses collectively held.

b Indicate whether the program was offered during the fall, winter, winter intersession, spring or summer term of the referenced calendar year.

c Indicate the actual number of students who enrolled in the program and participated in educational activities on site.

d Indicate the credit status of the program by checking whether the program was for Degree Credit (Cr), Nondegree Credit (NDCr) or Community Service (CS). (Note: There were no Nondegree Credit courses before 1987.)

e Indicate the number of program participating students (Stu.) who received some form of Financial Aid (FA).

f Indicate the duration of the program by checking whether it lasted less than one-quarter term ($<\frac{1}{4}$t); one-quarter to one-half a term ($\frac{1}{4}$ – $\frac{1}{2}$t); one-half to three-quarters term ($\frac{1}{2}$ – $\frac{3}{4}$t); or more than three-quarters of a term ($>\frac{3}{4}$). Include all full-term programs within the last category.

g Indicate the actual dollar cost to the student for all educational expenses, board and room covered and transportation provided as part of the program. Do not include optional event expenses.

h Indicate the number of units of credit students typically receive upon completion of program requirements by checking the appropriate column choice of number of units of credit.

i Indicate the actual ADA claimed for all student attendance in each listed Study Abroad program. If program-by-program ADA figures are not available, indicate the total ADA for all credit Study Abroad programs at the bottom of the last column for each calendar year.

Study Abroad Survey/Part B
Current Year Course Listing

Directions

In the numbered blank space at the head of each column, reindicate the name of each credit Study Abroad program offered by the college/district during calendar year 1988, as these programs were listed in the last section of Part A. Then under the program name, list each course by title and department name and number for which students received academic credit as part of their program participation. Do not list tutorials or other courses of individualized instruction not commonly offered to all students within the program. Also, please include each listed course's syllabus in the material returned to the Chancellor's Office with the completed survey.

1988 Program 1. _____	1988 Program 2. _____	1988 Program 3. _____	1988 Program 4. _____	1988 Program 5. _____
Course Title and Department Name	Course Title and Department Name	Course Title and Department Name	Course Title and Department Name	Course Title and Department Name
1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____	5. _____
1988 Program 6. _____	**1988 Program 7. _____**	**1988 Program 8. _____**	**1988 Program 9. _____**	**1988 Program 10. _____**
Course Title and Department Name	Course Title and Department Name	Course Title and Department Name	Course Title and Department Name	Course Title and Department Name
1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____	5. _____

238/SAS

Study Abroad Survey/Part C
Current Year Program Detail

Directions

Please (1.) answer the following questions on all Study Abroad credit programs taken as a whole, which were offered during the 1988 calendar year Spring, Summer, Fall and Winter terms and (2.) attach any brochures and written policies your college/district currently uses in the design, advertising and conduct of these programs.

1. What proportion of credit courses taken abroad are: (Please provide estimated percentages)

_____ Regular on campus courses also taught abroad
_____ Specially designed sections of regular course
(Is separate Board approval obtained for these sections?
____yes ____no)
_____ Specially designed courses only taught abroad.
_____ Other? (Please specify)_____

2. What percentage of courses offered abroad are part of:

_____ General education core
_____ Major/degree program other than general education core
_____ Electives other than general education core
_____ Other? (Please specify)_____

3. What standards are applied in the selection of instructors for Study Abroad courses?

Yes	No	
_____	_____	Credential in course subject matter
_____	_____	Fluency in language of the country
_____	_____	Prior experience in that country
_____	_____	Specific subject matter experience
_____	_____	Special Counseling Abilities
_____	_____	Other (Please specify)_____

4. What requirements, if any, must students meet before being accepted into a Study Abroad credit program?

Yes	No	
_____	_____	Completed units of degree credit
_____	_____	Program Specific Minimum Grade Point Average
_____	_____	Demonstrated Competence in English
_____	_____	Prior experience with language of the country
_____	_____	Other (Please specify) _____

5. Generally what proportion of Study Abroad instruction occurs:

_____ At pre-site locations
_____ During transit
_____ In formal classrooms on site
_____ In on-site residences
_____ Other? (Please specify)_____

6. What proportion of on-site student accommodations are: (Please provide estimated percentages)

_____ Student Housing on a foreign campus
_____ Residence with local families
_____ Hotel
_____ Other? (Please specify)_____

7. In what percentage of Study Abroad programs were travel arrangements:

_____ Made directly by the college or district
_____ Contracted through another community college
_____ Contracted with a travel agent (sole source)
_____ Contracted with a travel agent (competitive bid)
_____ Other? (Please specify)_____

8. How are Study Abroad programs evaluated?

_____ There is no regular evaluation of program results
_____ Study courses and programs are evaluated as part of regular curriculum reviews but without specially developed criteria for Study Abroad
_____ Study courses and programs are evaluated as part of regular curriculum reviews--with specially developed criteria for Study Abroad
_____ Study courses and programs are evaluated outside of regular curriculum reviews
(If outside, please indicate who conducts the evaluation)

Yes	No	
_____	_____	District Management
_____	_____	Study Abroad Coordinators
_____	_____	College Instructional Deans
_____	_____	Department Chairpersons
_____	_____	Division Faculty
_____	_____	Representatives of the Academic Senate

9. Estimate the proportion of students taking courses abroad who are:

Enrolled	Age	Sex	Ethnicity
____Full-time	____18-29	____Female	____Asian
____Part-time	____30-49	____Male	____Black
	____50 and over		____Hispanic
			____White
			____Other

10. Is financial aid available for students taking courses abroad?
_____ Yes _____ No

If yes, what kind of aid?
_____ Regular
_____ Special (funds raised by college or related groups for courses abroad; please give examples)
_____ Other (funds raised by students; give examples)

11. Is the ethnic and economic diversity of enrolled students comparable to that on your campus? (Please attach available demographics for your college or service area.)

_____ Yes _____ No

If not, please explain why you think a discrepancy exists.

12. Is a wider participation of economically disadvantaged or culturally diverse students in Study Abroad credit programs needed? If so, what might be done to encourage it?

Thank you very much for taking the time to complete this survey. Please return to Lynn Miller, Chancellor's Office, 1107 Ninth Street, Sacramento, CA 95814 by May 10, 1989.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES DEC 08 1989